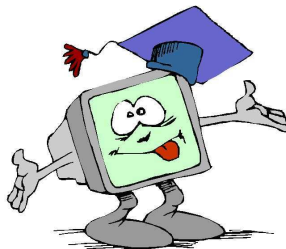


# Muswellbrook Seniors Computer Club

## Tutor Manual



This manual is aimed at helping you become a club tutor. It has some suggestions and ‘tricks of the trade’ to help you in that task plus a handy checklist of the skills you have or might need some help with. But first let’s start by answering some questions.

### **Q. What is a ‘tutor’?**

A. A tutor helps other members become comfortable using a computer to do the things they want to do. You don’t have to teach, lecture, make up lesson plans or any of those things. In fact half the time is spent just talking to trainees and finding out what their problems are. Then it’s finding what possible solutions they might try.

### **Q. Why become a tutor?**

A. The Muswellbrook Seniors Computer Club, like all computer clubs, is a self-help organization. Again, like other computer clubs, we are constantly in need of members to have a go at tutoring.

### **Q. But why me?**

A. There comes a point where a member has gained enough skills to be able to help other members. The existing tutors feel you have reached or exceeded that point. It’s a subjective judgment and the existing tutors are just as keen to make sure you succeed and find it rewarding.

### **Q. What’s in it for me?**

A. You will be quickly amazed at how much skill and knowledge you pick up simply by helping someone else. All tutors, even the most experienced nerdy ones always pick up something new at every tutoring session. You also get recognition from other members that you’re having a go, plus the warm inner glow that a volunteer gets from simply helping others.

### **Q. Will I be required to ‘fly solo’?**

A. No. There will always be one of the more experienced tutors with you, until such time as you feel you can go solo.

### **Q. How often will I have to tutor?**

A. It’s up to you. It is good if you can allocate a whole day, but just a single session of tutoring is very helpful. The pay you get is proportional to the time tutoring!

**Q. Does a tutor have to be an expert?**

A. Having a good subject knowledge obviously helps, however tutoring, like teaching, is much much more than knowledge, tutoring is about:

- empathy for the trainee
- getting to the core of the trainees problem and then finding a suitable solution. (This manual explains some basic troubleshooting techniques and there is always the other tutor(s) to call on.)
- explaining and/or demonstrating the solution in a way the trainee can understand. Then getting the trainee to do it.

**Q. If I get asked a question and I don't know the answer then what?**

A. Say so. Often a logical approach of defining the problem, locating the offending 'object' and then right clicking on it will give suitable menu commands. Plus, don't forget 'googling' - it's almost guaranteed that others out there in the big wide world of the internet have had similar issues. As mentioned, this manual has a table of suggestions for the more common issues.

**Q. If I'm a tutor, can I also go to the usual lessons?**

A. You sure can. Learning a computer is never ending.

**Q. I'm not sure I know enough to be a tutor.**

A. Try our self-check quiz on the last pages of this manual. Don't panic if you can't tick everything. It's a great starting point for us to fill in the gaps. (Plus this author may well have stuffed up the question!!)

**Q. So how should I approach being a tutor?**

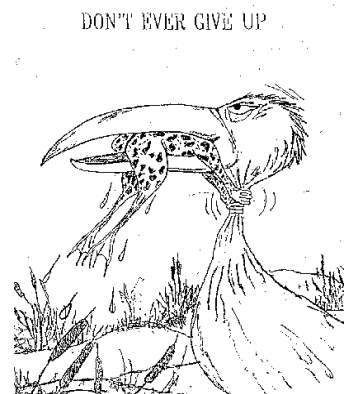
A. I thought you'd never ask! Here are some tips:

- Be confident but not overly so. Never start with negative openings like 'I don't know why I'm a tutor' or 'I'm not very good at this' as this puts the trainee into a negative 'what am I wasting my time for' mode.
- Keep an eye out for physical disabilities. Know how to do things like change the mouse double click speed, mouse speed, button swap, cursor size. (see ASCCA Train the Trainer manual, pages 3-7, also the ASCCA Accessibility manual).
- Admit when you don't know, and then what you propose to do about it. – eg seek help from another tutor, even ask other students, investigate and get back to them etc. Make sure to follow through. Never try to BS your way out of it or promise something you can't or don't intend to deliver.
- Listen, listen listen. Ask gentle questions to glean clues as to the problem – What operating system? What program? What were they doing at the time? What do they want to do? Do explain why you need to ask these questions. Never demand answers or make the trainee feel guilty for asking. Then, when you 'think' you understand the problem, rephrase the problem back to the trainee 'As I understand it, the problem is..' Rephrasing the question back clears up communication issues, gives you time to think of an approach and avoids the old problem of the right answer to the wrong question which can quite often confuse things more.

- **Re-read the last paragraph!!** Particularly the first three words.
- Encourage tries and exploration. Always remember that a first time 'whoops' is a learning opportunity, only when it's repeated over and over is it a mistake.
- Never belittle. The computer, Windows, Internet etc is intimidating enough. All learning and help should be in a positive and enjoyable environment.
- Encourage trainees to use first principles, and resort to them yourself. On the next page are 10 tips for new computer users. These will take a new user a while to learn but they are a very useful goal towards DIY fixes.
- Do get conversant with Windows Explorer and the Save or Save As requestors. The file system structure and navigation is a skill that many seniors struggle with and really need to get comfortable with.
- Do use the internet to find solutions, **and** show the trainee how you did it. Even better, get them to look it up. There are some examples shown further on about googling plus all the tips from the Google help system.
- Do encourage trainees to write down steps, particularly logon names and passwords. It's much better that they write the steps in their words. Stress that they should NEVER write down any passwords relating to financial or personal details, and they should NEVER divulge them to you or others.
- Wherever possible, avoid using the mouse or keyboard yourself. It's better that the trainee uses them even though it may be a lot slower.
- More often than not there will be occasions when you do need to takeover and use the mouse / keyboard to find out how to do something yourself. If you do takeover then explain why you're doing it. Once you've found out how to do what's required then explain step by step and, if at all possible, get the trainee to repeat the action themselves.
- Beginners are finding the NEC courses on the internet are very good. You can do these yourself at the training room, or at home. It's very worthwhile so that you're conversant with using them, plus you might pick up something from them. Simply go to [www.necseniors.net.au/tutor/index.html](http://www.necseniors.net.au/tutor/index.html) and log on. If you need to create a free account, then click the button at the top of the page.
- Break explanations into simple distinct steps with a logical flow. Use positive type 'do' statements. Encourage them to write down the steps. Once they are happy using the steps to solve their immediate problem, and so long as it doesn't confuse them, also indicate where else these steps might be used.
- Do browse the clubs webpage relating to training and training exercises. Some of these can be of use when tutoring.
- Do check out the ASCCA training manuals. They are fully available at the training room to copy to a USB stick and then to your home PC.
- Do get a copy of the NEC Seniors Tutors Manual Parts 1 & 2. There are separate manuals for new trainees.
- Finally, keep a good sense of humour. Seniors training should be fun for both you and them, never stressful. And for the tutor - it's a poor session when the tutor doesn't learn something new.

## ***Ten Tips for a new user***

1. **Right Click Menu – using the middle finger.** The trick is to recognize which ‘object’ to right click on to get the appropriate menu. Objects are often ‘contained’ or ‘sit’ on other objects – eg icon objects are on the desktop object; file objects are inside folder objects.
2. **The Mouse Cursor – watch its shape.** It can change quickly so watch its shape when you click or drag with it. The shape gives a valuable clue as to what is happening, or about to happen.  $\leftarrow \rightarrow$  arrows, a small ‘+’ all have their story. Also the Shift and Ctrl keys.
3. **Control Panel – don’t be afraid to tweak it.** Don’t put up with a recalcitrant mouse, an oversensitive keyboard repeat rate, a difficult to see pointer or annoying screen saver etc. The settings are yours to play with.
4. **Cut, Copy, Paste and Undo – practice using.** They are one of the best features of Windows. Use the right click menu, or even better, master the shortcut key commands for them. Keep forgetting them? Put a post-it note on your monitor until you remember the shortcut keys. It won’t take long. Practice using them everywhere.
5. **The ‘My...’ folders – YOU have to organize them.** These are folders especially for your use. You need to decide on a folder structure and create it. Just like organizing the furniture in your house to suit your way of living. And, just like furniture, when you have organized suitable folders and sub folders, don’t be afraid to alter it!
6. **Windows Explorer – the tool for organizing your stuff.** Get comfortable with using it. Create a Sandpit folder, add sub folders, put copies of files in there, create a Sandpit 2 folder, move files and folders, move them between sandpits, copy them, rename them, and delete them. Anything to master Windows Explorer and its commands.
7. **Multiple Selection – useful in many places.** Try it with desktop icons, with files and folders, on a web page, in a word document, in a spreadsheet. Drag over, Shift Click and Control Click are the three methods. Practice them all.
8. **Multiple Windows – let your mouse do the walking.** You can drag objects between windows. Size and arrange the windows to suit yourself or RC the Taskbar to tile them.
9. **WordPad – it has all the important basics.** Practice, practice, practice! Try all the menus and toolbars and ruler settings. Once you get conversant with them then writing emails or using big brother Word will be a breeze.
10. **When you’re in a hole – stop digging.** Stop and have a coffee and work out what you’ve possibly done. Will Undo work? Can you go back to an earlier Save? Is a phone call better? Always remember that the first time you stuff up is a ‘learning opportunity’. A mistake is when you repeat the action, having failed to learn from it.
11. **Don’t ever give up - it’s just a dumb machine and OS.** Don’t let it bluff you. The creators just happened to be over endowed with logic genes; however you don’t have to be a nerd to use it for what you want to do. Tutors and other members are there to help.



**Suggestions for typical problems**

Trainees Problem	Suggested Solutions
Mouse – Difficulty Double Clicking	<ul style="list-style-type: none"> <li>- Control panel, mouse, buttons tab, adjust the double click speed</li> <li>- For trainees with very low finger mobility, consider sticky keys: Control panel, Accessibility, keyboard tab. (Or simply push the Shift key 5 times!!)</li> </ul>
Mouse - Seeing the cursor	<ul style="list-style-type: none"> <li>- Control panel, mouse, pointers tab, scheme drop down box, select Magnified scheme.</li> <li>- Control panel, accessibility, Display tab to alter width and blink of the text cursor.</li> </ul>
Mouse - Controlling the mouse	<ul style="list-style-type: none"> <li>- Ensure they are holding the mouse correctly and aware they can lift and reposition it.</li> <li>- Control panel, mouse, pointer options tab, motion settings.</li> <li>- Practice using links on the clubs training page, exercises page.</li> <li>- Teach them how to play Solitaire or FreeCell</li> </ul>
Mouse – unsure which button to click	<p>Stress that:</p> <ul style="list-style-type: none"> <li>- any reference to clicking, double clicking, selecting, dragging is ALWAYS the left mouse button.</li> <li>- The right mouse button opens a menu of commands <b>‘relevant to what object was right clicked on’</b></li> <li>- The wheel can usually be clicked too. This turns on/off ‘auto scroll’. Also very useful for opening a link in a new tab in an Internet Browser.</li> </ul>
Files – Losing them; unable to find them	<ul style="list-style-type: none"> <li>- Explain the three components of the file structure: <ul style="list-style-type: none"> <li>o <b>Drives</b> are the physical storage device.</li> <li>o <b>Folders</b> are ‘containers’. They reside on ‘drives’. They can contain any mix of (sub) folders and files.</li> <li>o <b>Files</b> are documents, pictures, programs etc. They can reside on a drive (undesirable) or in a folder or sub folder.</li> </ul> </li> <li>- Explain how to use Windows Explorer, the folders button, the views button, the ‘crumb trail’ buttons.</li> <li>- Explain the special folders of ‘My Documents’, ‘My Pictures’ etc. These are for users to store files that they create. Only THEY can decide how to arrange them.</li> <li>- Explain the parts of the ‘Open’ and ‘Save As’ dialog boxes. In particular the ‘Where’ and ‘File Name’ parts.</li> <li>- Get them to create some new folders, rename them, create some sub folders, put files in them etc.</li> </ul>
Windows – difficulty resizing, moving or minimizing	<ul style="list-style-type: none"> <li>- explain how Windows can have many windows open and that each one will have a matching button on the taskbar.</li> <li>- Demo that these windows can be over/under other</li> </ul>

	<p>windows.</p> <ul style="list-style-type: none"> <li>- Explain that a 'minimized' window will only have a button on the taskbar. The program will still be loaded.</li> <li>- Explain that there is only ever one 'active' window, that it will be on top of others, and that its button will be depressed on the taskbar.</li> </ul>
Text - editing	<ul style="list-style-type: none"> <li>- Do the NEC tutorials</li> <li>- Use WordPad to explain the basics of word processing. MS Word can be too daunting for the new starter</li> <li>- Explain that the 'text cursor' is separate to the 'mouse cursor'. They can use the mouse cursor, or keyboard commands to reposition the text cursor.</li> </ul>
Text – knowing the basic keys	<ul style="list-style-type: none"> <li>- Do the NEC tutorials</li> <li>- Check the clubs training page</li> <li>- Explain the action of the 'modifier' keys (Caps Lock, Shift, Ctrl, Alt and Windows keys)</li> </ul>
Text - typing	<ul style="list-style-type: none"> <li>- Get them to type up any steps they have to do. Eg 'To make a word bold, highlight the word and then click the 'B' button on the toolbar.' This not only reinforces what steps they need to learn but it gives them keyboard practice. Be patient as they are apt to be painfully slow at it.</li> <li>- An easy way to get some quick practice or demo text in MS Word is to type =<b>rand(4,5)</b> without any spaces and then push the Enter key ( I know, I know, I said use WordPad above)</li> </ul>
Emails – basic concepts	<ul style="list-style-type: none"> <li>- Have them do the NEC Training modules</li> <li>- Explain that Gmail, Hotmail or their ISP's webmail can be accessed from any internet connected PC.</li> <li>- Explain that emails received with 'client' programs such as Outlook Express, Incredimail etc can only be processed at one computer. This is usually their PC.</li> </ul>
Emails – webmail	<ul style="list-style-type: none"> <li>- If they haven't got one, help the trainee sign up for a free Gmail, Hotmail or Yahoo mail account.</li> </ul>
Emails – creating, sending and receiving	<ul style="list-style-type: none"> <li>- explain the basic fields in an email and their uses (eg To, CC, Subject and Body)</li> <li>- Get them to move to another field using the Tab key or Shift + Tab or clicking the mouse on the field.</li> <li>- Log onto an adjacent PC and send some emails to the trainee so they can see what happens. Get them to reply, also create a new email and send to you</li> <li>- Send them an attachment, get them to open it. Get them to send you an attachment.</li> <li>- Explain how forwarding an email simply creates a new email and appends the contents of the old email, which you can then edit.</li> <li>- Get them to add you as a contact. And then send you an email by selecting you from contacts.</li> </ul>
Internet – basic concepts	<ul style="list-style-type: none"> <li>- to access the internet you use a 'browser' (aka 'web</li> </ul>

	<p>browser') such as Internet Explorer or Mozilla Firefox.</p> <ul style="list-style-type: none"> <li>- The internet is like a VAST store of data (encyclopedia if you will). This data is stored on 'pages' (aka 'web pages').</li> <li>- A collection of 'pages' is called a 'site' (aka 'web site')</li> <li>- To find the 'pages' that have the information you seek, you look up an 'index' – just like you would in a vast library or encyclopedia.</li> <li>- Google or Bing or Yahoo, to name a few, build and maintain these so called indexes. Their official name is 'search engine'</li> <li>- Using a 'browser', you type into one of these 'search engines' words that you want information about. The 'search engine' then gives a list of 'links' (aka 'hyperlinks') to all possible 'pages' containing that information.</li> <li>- You then click the required 'link' to open that 'page' of the 'site'.</li> <li>- A link maybe text, a picture or a button, however the clue is the hand shape of the mouse pointer.</li> </ul>
Internet – finding stuff	<ul style="list-style-type: none"> <li>- explain the basics of 'Googling'. More detail in the following pages.</li> <li>- Explain / demo that there are other 'search engines' aka 'search providers' – eg Bing, Yahoo, Answers, Jeeves</li> <li>- That all these are all simply vast 'indexes' to pages of information on the internet</li> <li>- Point out the paid adverts on the search pages (in Google they are called 'sponsored links'). This is how the 'search engine' providers make their profit.</li> <li>- Demo 2 sites that explain how to do stuff: <ul style="list-style-type: none"> <li>o Wikipediawikihow: <a href="http://www.wikihow.com/Category:Computers-and-Electronics">www.wikihow.com/Category:Computers-and-Electronics</a></li> <li>o eHow: <a href="http://www.ehow.com/computers/">www.ehow.com/computers/</a></li> </ul> </li> </ul>
Web Browsers	<ul style="list-style-type: none"> <li>- Show how to save a favourite or bookmark. Show how useful it is to return to a site.</li> <li>- Demo the back and forward 'crumb trail' buttons.</li> <li>- Demo 'tabbed' browsing (click a link with the mouse wheel)</li> <li>- Demo zooming in and out on a web page (Ctrl + roll the mouse wheel)</li> </ul>

## **Googling for a solution.**

This section gives some tips about 'Googling' for an answer to a typical computer problem: Three actual events where this author found Google handy are below. Note they exact text I entered in the search box is shown inside [ ] brackets:

1. One member wanted to crop a photo so that it fitted in an oval shape in Microsoft Publisher. It very quickly became apparent that I didn't know the answer. However a quick Google search using the words [ publisher picture oval ] listed the answer straight away. (Note, I could also have typed in [ how do I put a picture in an oval frame in publisher ] and it will list the answer too)
2. Another member had a bizarre effect. They could put a picture or colour into a shape in Publisher but it wouldn't show on the screen. Yet it would show when printed or in Print Preview. Very odd. Again the answer was found on the internet but it took quite some digging. The search words that finally found the answer were [ms publisher fill colour problem ]
3. Another was how to create a CD or DVD of pictures from within Picasa. This was easily found by googling for [picasa create dvd ]

A suggested general approach when googling for a solution is:

- Be specific about what program is involved – eg picasa, publisher, word, excel. (With Microsoft products its sometimes a good idea to enter it as MS publisher or MS Word etc)
- What one word action you are trying to do – eg create, fill, draw, burn,
- What one word 'object' you are dealing with – eg CD, DVD, shape, text, file
- If it's an error message you're trying to find out about then enter exactly a small amount of the error message. Even enclose these words within quotes.
- Keep it simple. Remember less words = the more results
- Do skim through the first 1-2 pages of results seeing if anything looks like what you are after. Sometimes the answer will be at the top of the results but more often somewhere on the first couple of pages.
- Do read the Google help pages later in this manual.

It's also worth remembering that there are certain sites devoted to how to do things. Two are wikihow and ehow and both of these have search systems for just that site. Just go to the site and type in their search box. Other possible resources are Gizmos site, YouTube, about.com to name a few.

## **Google search basics**

*NOTE: This section on Google searches has mostly been copied direct from the Google Help pages.* Search is simple: just type whatever comes to mind in the search box, hit **Enter** or click the **Search** button, and Google will search the web for content that's relevant to your search.

Most of the time, you'll find exactly what you're looking for with just a basic query (the word or phrase you search for). However, the following tips can help you make



the most of your searches. As mentioned above, throughout the article, we'll use square brackets [ ] to signal a search query, so [ black and white ] is one query, while [ black ] and [ white ] are two separate queries.

### Some basic facts

- Every word matters. Generally, all the words you put in the query will be used.
- Search is always case insensitive. A search for [ new york times ] is the same as a search for [ New York Times ].
- Generally, punctuation is ignored, including @#\$%^&\*()=+[]\ and other special characters. (To make sure that your Google searches return the most relevant results, there are some exceptions to the rules above on page 11.)

### Tips for better searches

- **Keep it simple.** If you're looking for a particular company, just enter its name, or as much of its name as you can recall. If you're looking for a particular concept, place, or product, start with its name. If you're looking for a pizza restaurant, just enter pizza and the name of your town or your zip code. Most queries do not require advanced operators or unusual syntax. Simple is good.
- **Think how the page you are looking for will be written.** A search engine is not a human, it is a program that matches the words you give to pages on the web. **Use the words that are most likely to appear on the page.** For example, instead of saying [ my head hurts ], say [ headache ], because that's the term a medical page will use. The query [ in what country are bats considered an omen of good luck? ] is very clear to a person, but the document that gives the answer may not have those words. Instead, use the query [ bats are considered good luck in ] or even just [ bats good luck ], because that is probably what the right page will say.
- **Describe what you need with as few terms as possible.** The goal of each word in a query is to focus it further. Since all words are used, each additional word limits the results. If you limit too much, you will miss a lot of useful information. The main advantage to starting with fewer keywords is that, if you don't get what you need, the results will likely give you a good indication of what additional words are needed to refine your results on the next search. For example, [ weather cancan ] is a simple way to find the weather and it is likely to give better results than the longer [ weather report for cancan mexico ].
- **Choose descriptive words.** The more unique the word is the more likely you are to get relevant results. Words that are not very descriptive, like 'document,' 'website,' 'company,' or 'info,' are usually not needed. Keep in mind, however, that even if the word has the correct meaning but it is not the one most people use, it may not match the pages you need. For example, [ celebrity ringtones ] is more descriptive and specific than [ celebrity sounds ].

### *Google search – a bit more advanced*

The basic search help steps above covers all the most common issues, but sometimes you need a little bit more power. Below highlights the more advanced features of Google Web Search. Have in mind though that even very advanced searchers, such as

the members of the search group at Google, use these features less than 5% of the time. Basic simple search is often enough. As always, we use square brackets [ ] to denote queries, so [ to be or not to be ] is an example of a query; [ to be ] or [ not to be ] are two examples of queries.

- **Phrase search (""')**

By putting double quotes around a set of words, you are telling Google to consider the exact words in that exact order without any change. Google already uses the order and the fact that the words are together as a very strong signal and will stray from it only for a good reason, so quotes are usually unnecessary. By insisting on phrase search you might be missing good results accidentally. For example, a search for [ "Alexander Bell" ] (with quotes) will miss the pages that refer to Alexander G. Bell.

- **Search within a specific website (site:)**

Google allows you to specify that your search results must come from a given website. For example, the query [ iraq site:nytimes.com ] will return pages about Iraq but only from nytimes.com. The simpler queries [ iraq nytimes.com ] or [ iraq New York Times ] will usually be just as good, though they might return results from other sites that mention the New York Times. You can also specify a whole class of sites, for example [ iraq site:.gov ] will return results only from a .gov domain and [ iraq site:.iq ] will return results only from Iraqi sites.

- **Terms you want to exclude (-)**

Attaching a minus sign immediately before a word indicates that you do not want pages that contain this word to appear in your results. The minus sign should appear immediately before the word and should be preceded with a space. For example, in the query [ anti-virus software ], the minus sign is used as a hyphen and will not be interpreted as an exclusion symbol; whereas the query [ anti-virus -software ] will search for the words 'anti-virus' but exclude references to software. You can exclude as many words as you want by using the - sign in front of all of them, for example [ jaguar -cars -football -os ]. The - sign can be used to exclude more than just words. For example, place a hyphen before the 'site:' operator (without a space) to exclude a specific site from your search results.

- **Fill in the blanks (\*)**

The \*, or wildcard, is a little-known feature that can be very powerful. If you include \* within a query, it tells Google to try to treat the star as a placeholder for any unknown term(s) and then find the best matches. For example, the search [ Google \* ] will give you results about many of Google's products (go to next page and next page -- we have many products). The query [ Obama voted \* on the \* bill ] will give you stories about different votes on different bills. Note that the \* operator works only on whole words, not parts of words.

- **Search exactly as is (+)**

Google employs synonyms automatically, so that it finds pages that mention, for example, childcare for the query [ child care ] (with a space), or California history for the query [ ca history ]. But sometimes Google helps out a little too much and gives you a synonym when you don't really want it. By attaching a + immediately before a word (remember, don't add a space after the +), you are

telling Google to match that word precisely as you typed it. Putting double quotes around a single word will do the same thing.

- **The OR operator**

Google's default behavior is to consider all the words in a search. If you want to specifically allow *either* one of several words, you can use the OR operator (note that you have to type 'OR' in ALL CAPS). For example, [ San Francisco Giants 2004 OR 2005 ] will give you results about either one of these years, whereas [ San Francisco Giants 2004 2005 ] (without the OR) will show pages that include both years on the same page. The symbol | can be substituted for OR. (The AND operator, by the way, is the default, so it is not needed.)

## Exceptions

Search is rarely absolute. Search engines use a variety of techniques to imitate how people think and to approximate their behavior. As a result, most rules have exceptions. For example, the query [ for better or for worse ] will not be interpreted by Google as an OR query, but as a phrase that matches a (very popular) comic strip. Google will show calculator results for the query [ 34 \* 87 ] rather than use the 'Fill in the blanks' operator. Both cases follow the obvious intent of the query. Here is a list of exceptions to some of the rules and guidelines:

### Exceptions to 'Every word matters'

- Words that are commonly used, like 'the,' 'a,' and 'for,' are usually ignored (these are called stop words). But there are even exceptions to this exception. The search [ the who ] likely refers to the band; the query [ who ] probably refers to the World Health Organization -- Google will not ignore the word 'the' in the first query.
- Synonyms might replace some words in your original query. (Adding + before a word disables synonyms.)
- A particular word might not appear on a page in your results if there is sufficient other evidence that the page is relevant. The evidence might come from language analysis that Google has done or many other sources. For example, the query [ overhead view of the bellagio pool ] will give you nice overhead pictures from pages that do not include the word 'overhead.'

### Punctuation that is not ignored

- Punctuation in popular terms that have particular meanings, like [ C++ ] or [ C# ] (both are names of programming languages), are not ignored.
- The dollar sign (\$) is used to indicate prices. [ nikon 400 ] and [ nikon \$400 ] will give different results.
- The hyphen - is sometimes used as a signal that the two words around it are very strongly connected. (Unless there is no space after the - and a space before it, in which case it is a negative sign.)
- The underscore symbol \_ is not ignored when it connects two words, e.g. [ quick\_sort ].

## **Checking your basic skills**

This is a brief checklist of skills that a budding tutor might have. Do the checklist without panicking. If there is anything that's a bit hazy or you don't feel confident about then see one of the more experienced tutors.

### **WINDOWS**

- ☐ Minimize, maximize, resize and move a window
- ☐ Explain what these different mouse cursor shapes mean
- ☐ Locate and open a program from the Start menu
- ☐ Create or put a shortcut on the desktop
- ☐ Recognise the difference between a shortcut and a 'real' file
- ☐ Change the desktop background using the right click menu
- ☐ Turn the screensaver on/off and adjust its time or other settings.
- ☐ Adjust the mouse speed, double click speed, pointer shape etc
- ☐ Open Windows Explorer. Show / hide the Folder view
- ☐ Change the View in Windows Explorer. Sort the files.
- ☐ Create a new folder in 'My Documents'. Add some sub folders.
- ☐ Move files from one folder to another
- ☐ Copy files to/from a USB memory stick to the My Documents area on the PC
- ☐ Safely remove a memory stick from the PC



### **INTERNET**

- ☐ Google for instructions on how to change the desktop background
- ☐ Locate the webmail link on the Tadaust, Bigpond and Ozemail sites
- ☐ Open a website from a favourite or bookmark
- ☐ Save a site as a favourite or bookmark
- ☐ Be able to change the home page
- ☐ Explain what the back and forward buttons do in a browser
- ☐ Be able to open a new tab in Internet Explorer and/or Firefox
- ☐ Open an existing link in a new tab in Internet Explorer and/or Firefox
- ☐ Be able to use the NEC Seniors training system

### **EMAIL**

- ☐ Be able to log a trainee onto their hotmail or gmail account
- ☐ Guide a user in using their ISP's webmail system
- ☐ Explain when webmail would be useful
- ☐ Create and send an email using Outlook Express and/or Incredimail
- ☐ Send an email to yourself using webmail and a client program
- ☐ Add multiple recipients to an email
- ☐ Add a contact in an email program

### **WORD PROCESSING:**

- ☐ Select or highlight text using the mouse
- ☐ Select or highlight text using the keyboard
- ☐ Colour text; using the text highlight pen
- ☐ Bold, underline and italicize text
- ☐ Left, right, centre and fully justify text
- ☐ Change font and print size
- ☐ Use bullets and auto-numbering
- ☐ Save a file in a new folder

- ☐ Use the UNDO tool
- ☐ Use and explain common keyboard controls such as:  
CTRL + A; CTRL + Z; CTRL + X; CTRL +C; CTRL +V  
CTRL +U; CTRL +I; CTRL + B; CTRL + Page up/down
- ☐ Print one page of a multi page document
- ☐ Save a file to removable media such as a USB thumb drive
- ☐ Cut, copy and paste text and pictures
- ☐ Copy text from a document or webpage and paste into a document
- ☐ Drag and drop text
- ☐ Use the spell checker; the grammar/punctuation checker. Explain their limitations.
- ☐ Change page orientation from portrait to landscape
- ☐ Add clip art to a document
- ☐ Add a picture to a document
- ☐ Add a text box that is independent of the other text on the page
- ☐ Add text to headers and footers
- ☐ Change tab and margin settings
- ☐ Explain the 4 different kinds of tabs on the ruler
- ☐ Add text over the top of pictures
- ☐ Crop pictures
- ☐ Use FIND and FIND/REPLACE

### **SPREADSHEET**

- ☐ Create a simple formula to add the contents of 4 cells.
- ☐ Format cells – eg so numbers show 2 decimal points, or are shown as \$
- ☐ Fill down and across
- ☐ Put a border around cells
- ☐ Select multiple cells: by dragging over; by Ctrl clicking; by Shift clicking

### **PICASA**

- ☐ Crop a photo
- ☐ Adjust lighting in a photo
- ☐ Rotate a photo
- ☐ Add a tag to several photos
- ☐ Add photos to an album
- ☐ Import photos from a camera or scanner
- ☐ Move photos from one folder to another

### **LEGACY or FAMILY TREE MAKER**

- ☐ Add a new person
- ☐ Add a spouse
- ☐ Add marriage details for a couple
- ☐ Add children of the couple
- ☐ Locate an individual in the family tree
- ☐ Add some facts about an individual